

Lockport City School District
Grade 3 Timed Writing Task and Rubric for Informational Writing

Directions:

Writers will read a variety of texts about a chosen animal and its adaptations. They will use what is learned about their topic of study to compose an informational piece wherein they examine their selected topic and convey ideas and information clearly.

Successful writers will demonstrate the ability to:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2 a-d)

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section

GRADE 3 TIMED WRITING TASK

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED _____ My writing is fascinating. It sparks my readers' curiosities. My message is meaningful and focused.	EXPERIENCED _____ My writing voice sounds formal. It is clear that I'm trying to inform my audience, and I speak like an expert. It is clear that I know my stuff and can be trusted as a source because I use many facts and supporting details.	EXPERIENCED _____ I grab my reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of the text to another. I add details and clues in just the right places.
DEVELOPING _____ My writing is descriptive. It provides details about my topic. My message is taking shape, but I'm still not completely clear about what it might be.	DEVELOPING _____ My voice changes throughout this piece. I am not quite sure how I want it to sound yet. I share several facts and details.	DEVELOPING _____ My writing has a clear beginning, middle, and end. Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.
BEGINNING _____ My writing is vague. I don't know enough about my topic yet. My message is confusing. I'm still thinking-aloud on paper.	BEGINNING _____ I don't know enough about my own thoughts yet, so readers can't connect to a voice of any kind. I need to use facts and details from my reading in order to sound like an authority.	BEGINNING _____ My writing is confusing. My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing. Details are missing or out of place.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
EXPERIENCED _____ My writing includes rich, precise words. The words that I choose help me to create a strong, formal voice for my piece.	EXPERIENCED _____ My writing is meant to be read aloud. It sounds wonderful! I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested. I use a variety of transitions and transitional phrases.	EXPERIENCED _____ My writing is nearly free of all errors in spelling, punctuation, and mechanics.
DEVELOPING _____ My writing includes correct words. Some of the words that I choose are helping create a formal voice for my piece.	DEVELOPING _____ My writing is predictable. When I read it aloud, it sounds like a report. Most of my sentences follow the same pattern. I use some transitions and transitional phrases.	DEVELOPING _____ My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.
BEGINNING _____ My writing includes misused words. I need to choose words that will help me create a formal voice.	BEGINNING _____ My writing is difficult to read and understand. This makes it hard to read aloud. I have a hard time telling where sentences start and stop. There are fragments and run-ons. I need to use transitions and transitional phrases.	BEGINNING _____ Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.